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ABSTRACT

Extension classes student characteristics for Continuing Education and Extension, University of Minnesota, are presented and provide a basis for future program planning. Detailed descriptions and 22 supplemental tables are presented regarding: patterns of registration, span of attendance, courses registered for and completed, educational background, motivation for extension classes registration; sociological characteristics, and evaluation and preference. An introduction and summary provide an overview of the data presented in the body of the paper. Extension classes students are reported as heterogeneous on many characteristics, with the majority part-time students, most commonly in the age category of 21-25, employed in full-time professional, managerial, or white collar jobs, married, with high educational backgrounds, and transient registration patterns. A variety of motivations are reported for registration, and general student satisfaction regarding fulfillment of educational expectations and favorable student evaluation of Extension instructors is shown. (LH)

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UNIVERSITY OF MINNESOTA
CONTINUING EDUCATION AND EXTENSION

The Extension Classes Student Patterns of Registration, Sociological Profile and Goals and Motivations

By Clara Kanun

January, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Table of Contents

	Page
Introduction	1
Description and Presentation of Data	5
Patterns of Registration	5
Span of Attendance	10
Courses Registered for and Completed	12
Educational Background	17
Motivation for Extension Classes Registration	22
Sociological Characteristics	27
Evaluation and Preference	29
Summary	34

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List of Tables

Table I	Patterns of Combination of Attendance	7
Table II	Order of Registration in University Units	9
Table III	Concurrent Registration in Day and Continuing Education Units	10
Table IV	Comparison of Spar of Attendance	11
Table V	Number of Degree and Certificate Courses Registered for and Completed	13
Table VI	Number of Degree and Certificate Credits Completed in Extension Classes	14
Table VII	Number of Degree Credits Completed in Day School Registration	16
Table VIII	Education Level and Degrees Completed	18
Table IX	Other Colleges Attended	19
Table X	Date of Highest Degree Earned	20
Table XI	Additional Education Experience	21
Table XII	Degree and/or Certificate Goals	23
Table XIII	Reasons Other than Degree or Certificate Goals for Extension Registration	24
Table XIV	Reasons for Extension Registration Related to Day School	25
Table XV	Reasons for Current Nonregistration	26
Table XVI	Age Distribution	27
Table XVII	Employment Status	28
Table XVIII	Occupational Category	29
Table XIX	Fulfillment of Expectations	30
Table XX	Students Evaluation of Instructors	31
Table XXI	Student Request for Additional Programs	32
Table XXII	Student Scheduling and Location Preferences	34

FORWARD

The need for information about the Continuing Education audience is particularly compelling in view of the preoccupation with this population among legislators as well as educators. This report is the first in the current series about the Extension Classes student requested by Associate Vice President Linck to meet the information needs for decision making within the University community, and therefore copies are being distributed to Deans, Directors and Department Chairmen with the anticipation that these copies will also be circulated among other faculty and involved University staff.

As with any work of this kind, this report would not have been possible without the careful processing of the data and critical questioning of the rhetoric by the Continuing Education and Extension Research Department support faculty and staff: Robert Gremore and Ray Swanson, Graduate Assistants, and Louise Burris, Statistical Clerk.

Clara Kanun

February, 1976

INTRODUCTION

The University of Minnesota Extension Classes program is a most literal extension of the Day School curriculum to the continuing education audience and is one of the largest of its kind in the country. The Minnesota program ranked seventh in 1974-75 in the number of registrations in programs of this kind in the country. This ranking is based on an annual national survey of Continuing Education programs covering all universities and some four-and two-year institutions holding membership in two of the national continuing education associations. Approximately 38,517 individuals registered for an average of 2.2 courses per individual during the year. The program was extensive, including 2,040 discrete courses, mostly from the Day School curriculum, offered one or more times within the twelve-month period for a total of 3,997 sections.

The extensive program of courses offered on an open admission policy provided a door to the University for thousands of students who had their first and only contact with the University through this program. Many other thousands combined registrations in a number of University units with Extension Classes. For example, to concretely illustrate the dimensions of the program, the approximately 60 percent of the 1974-75 registrants who would have had their first University registration through Extension Classes numbered 23,142 individuals. For most of these students this will also be their only class registration contact with the University. The alternative patterns of registration followed by many thousands of Extension Students include Day School, Day Summer Session and Independent Study with Extension Classes registration in a

variety of combinations.

There are no residence or entrance requirements (except specific course prerequisites) for admission into the Extension Classes courses, although credits earned in degree credit courses carry residence credit towards degree programs of the University. Students may begin work in Extension Classes toward degrees in all the areas in which the University awards degrees and may complete work for some of the baccalaureate degrees in the College of Liberal Arts and the School of Business Administration as well as several two-year degrees offered by the various colleges. In addition to the degree programs, thirty-seven certificate programs in liberal arts, business administration, engineering science (for engineer technicians) and a variety of other fields can be completed in Extension Classes. Certificate programs consist of degree credit classes or a combination of degree and certificate credit classes. Certificate credit and degree credit courses carry similar standards and requirements, but because there are no parallel courses in the Day School curriculum, certificate courses do not carry degree credit.

Extension Classes are scheduled on the quarter basis, identical with the Day School calendar, and also on a two-semester basis within each academic year. Similarly, there are two five-week terms parallel with the Summer Session Day terms and one ten-week term scheduled during the summer. To accommodate this calendar, there are six regularly scheduled registration periods during the year. Some courses are offered on the quarter and semester basis and other courses on either schedule, although all credit values are quarter credits. Therefore, it is possible for a student to be registered in an evening quarter and semester and also concurrently in Day Classes. For example,

on the basis of the historical surveys of Extension Classes students, a stable finding is that approximately 9 percent or 3,400 students would have held concurrent Day and Extension Classes registration during 1974-75. These students would have been motivated by one or more of several goals: resolving scheduling conflicts, acceleration towards graduation, or compensation for academic deficiencies. Graduate students often find the Extension Classes no credit language courses for graduate degree language proficiency the most effective and convenient way to fulfill this requirement.

The total number of students for which the descriptive generalizations in this report are made are very large. The number of registrants for four representative years within which major studies of Extension Classes students have been completed are as follows:

1964-65	23,864
1965-66	24,603
1969-70	33,410
1974-75	38,517

The generalizations from the series of studies are supported by a number of validating characteristics common to the cross-sectional sample studies of 1964-65 and the longitudinal study of the 1964-65 sample completed in 1967-68. Other studies from which support and affirmation for the validating characteristics of patterns of registration included a survey of all 1965-66 Extension Classes registrants and a number of program sub-group studies.

The ten percent representative sample study particularly described in these pages was drawn from 33,410 students registered in 1969-70. This was a replication of the representative sample study of the

1964-65 Extension Classes registrants. Historical registration patterns described for the 1969-70 sample refer to all periods preceding the 1969-70 sample year. Projections beyond this sample year are based on a longitudinal study and are justified by the common validating characteristics in all the studies. It is important to note that all generalizations in this report are based on the common element of registration in Extension Classes.

Extension Classes students are heterogeneous on the many characteristics relevant to program planning for them. Although the majority are part-time, transient students, a minority are persistent and goal-directed.

Their educational background is high. Approximately 73 percent had some college background at the time of first Extension Classes registration, including approximately 36 percent who held either a bachelor's or graduate degree.

Their heterogeneous motivations include interest in courses, job-related interests, degree goals in Day School for which the Extension Classes provide needed course registration flexibility or compensation for deficiencies, and degree or certificate goals through work completed in Extension Classes.

Sociologically, the students are also heterogeneous. Characteristically, Extension Classes students are young adults working full time in professional, managerial or white collar jobs, and are more often married than single. The varied educational opportunities and counseling and administrative services provided by the University through Extension Classes most often are reported as satisfactory responses to the students' needs.

The description and presentation of the data for the foregoing generalizations are covered in detail in the following pages. The summary at the end of the paper can be read for an overview of the details in the body of the paper.

DESCRIPTION AND PRESENTATION OF THE DATA

Patterns of Registration:

To appreciate fully the function of Extension Classes within the University and to understand the relationship between Day Classes and Extension Classes programs, it is necessary to observe patterns of registration and the order of first and subsequent registrations in University units by Extension Classes registrants. There are four ways in which a student may register in the University: Day Classes, Day Summer Session Classes, Extension Classes and Independent Study by Correspondence. To enroll in Day Classes during the academic year or to register for degree credit during the Summer Session, students must meet admission requirements and follow special application procedures. (Summer Session only students may register without special application procedures.) By contrast, registration in Extension Classes programs is covered by an "open door" policy and specific course prerequisites (where applicable) are the only admissions requirement. Degree candidacy status is attained by application procedures to the appropriate college with Extension Classes credits accepted as residence credits. Course work may be taken entirely in Extension Classes or in some of the varied combination of registrations shown in Table I. (Transfer status on the basis of work completed in non-University institutions is determined by the degree-awarding college.)

Observation of the combination of registrations within the University is the most effective way of noting the overlap of the Day with Extension programs. These enrollment relationships remain relatively stable over time as is illustrated by the comparison of the patterns in two samples of students as shown in Table I. In 1964-65, 52.9 percent of the students were Extension Classes only registrants; the comparable proportion in 1969-70 was 53.4 percent. (The respective ten percent samples were large: 2,340 in 1964-65; 3,242 in 1969-70.) Similarly, approximately the same proportion combined Extension Classes with Independent Study by Correspondence, leaving the remaining proportions, 43.9 percent in 1969-70 and 44.6 percent in 1964-65, in combinations of Day and Extension Classes and/or with Summer Session Day and other combinations including Independent Study.

Based on the longitudinal study, it can be predicted that approximately 7 percent of the 1969-70 Extension Classes registrants will have registered for the first time (or reregistered) in Day Classes subsequent to the sample year. This detail is not shown in Table I. However, new registrants each year contribute to the stability of patterns of registration as shown in Table I.

See Table I on next page

TABLE I

PATTERNS OF COMBINATION OF ATTENDANCE
UNIVERSITY OF MINNESOTA UNITS

Registration Units	Proportion of Extension Classes Students	
	1964-65	1969-70
Extension Classes Only	52.9	53.4
Extension and Independent Study	2.4	2.7
Extension and Day	22.7	20.8
Extension, Day and Summer Session	13.8	15.4
Extension and Summer Session	3.2	3.0
Extension, Day and Independent Study	2.2	1.5
Extension, Day, Summer Session & Independent Study	2.7	1.9
Extension, Independent Study and Summer Session	--*	1.3

Note: * Less than one-tenth percent.

By recording the order of registration of "First" and subsequent registrations of Extension Classes students, the accessibility of the University through the Extension Classes open door is made vivid. For example, in the most recent year, more than 23,000 students first entered the University in this way. This finding is based on examination of all University records available for a sample of Extension Classes students. Registration in each of the units was counted only once whether a student registered once or in a sequential or intermittent persistent pattern. For example, if a student registered first in Extension Classes, this

registration was counted in the 60.6 percent shown in Table II under "First". If the same student's second registration was in Day Classes he would be counted in the 6.7 percent under the "Second" registration column. However, if the same student did not have a second registration in any other unit, he would be counted under the "Second" column as Did not attend.

The Summer Session Day attendance was recorded independently from the academic year Day Classes because of a variety of other studies in process. As the detail in Table II shows, such separation of University units yielded some discriminating descriptions of students' histories.

From Table II, the proportions of registration in each of the four units can be read under the respective headings of order of attendance, that is, from the first to the fourth units of registration within the University. For example, under the heading "First" the proportion of 60.6 percent represents the majority of Extension Classes students who first registered in Extension Classes. Approximately one-third (32.5 percent) first registered in Day Classes; 4.8 percent in Summer Session Day Classes and 2.1 percent in Independent Study.

The second registration for 1969-70 Extension Classes students is shown under the column headed "Second" in Table II. The common characteristic of all the students in the sample was 1969-70 Extension Classes registration. Therefore, the 53.9 percent shown as Did not attend under "Second" represents the proportion of 1969-70 Extension Classes students who were registered in Extension Classes only. Extension Classes was the second registration unit for 24.2 percent; and Independent Study By Correspondence the second registration unit for 3.1 percent.

The third and fourth units of registration can be read under the respective columns shown in Table II, all illustrating that for a substantial number

of students, all units in the University provide opportunities for education.

TABLE II

ORDER OF REGISTRATION IN UNIVERSITY UNITS
BY EXTENSION CLASSES STUDENTS

Program	By proportion of Students			
	First	Second	Third	Fourth
Extension Classes	60.6	24.2	13.0	1.4
Day	32.5	6.7	2.3	0.3
Summer Session Day	4.8	12.1	3.0	0.9
Independent Study	2.1	3.1	1.4	.8
Did not attend	--	53.9	80.3	96.6

For some groups of Extension Classes students, concurrent registration in Day, Summer Session, and/or Independent Study by Correspondence provides opportunities for acceleration, for completing course requirements not accessible in Day Classes because of scheduling conflicts, for compensating for grade or prerequisite deficiencies, or for completing graduate language requirements. Approximately 9 percent in the sample had records of various concurrent registration patterns among University units as shown in

Table III. (The Extension Classes tuition fees are paid in addition to the regular Day Classes tuition by the concurrent registrant.)

TABLE III

CONCURRENT REGISTRATION IN DAY AND CONTINUING EDUCATION UNITS

Registration Units	Proportion of Extension Classes Students
Did not attend concurrently	90.7
Day and Extension	7.3
Day and Independent Study	0.4
Extension and Independent Study	1.0
Extension and Summer Session	0.6
Independent Study and Summer Session	0.1
Day and Extension and Independent Study	--*

Note: * Less than one-tenth percent

Span of Attendance:

The majority of Extension Classes students are transient students; that is, they register in one or more than one registration term but only within a single year. This characteristic attendance pattern in Extension Classes parallels the short time span of Day School registration for many of these students. The span of attendance in Extension Classes and in Day Classes is shown in Table IV for a sample of Extension Classes students.

In a representative year, two-thirds of Extension Classes students have a registration time span of one year or less in Extension Classes. The other one-third

have sequential or intermittent registrations in periods of time ranging from two years to more than twenty-one years.

Among those Extension Classes students (43 percent) who also have had Day School registration backgrounds, the patterns are distributed from one year or less for approximately one-third of the Day with Extension students to attendance from two years to more than twenty-one years. It is particularly important to note in reading Table IV that this description covers students whose inclusion in the sample was based upon common registration status in Extension Classes in 1969-70.

TABLE IV

COMPARISON OF SPAN OF ATTENDANCE IN DAY CLASSES WITH SPAN IN EXTENSION CLASSES OF EXTENSION CLASSES STUDENTS

Time Span	Proportion of Extension Classes Students	
	Extension Classes	Day Classes
Less than one year	54.5	8.1
One year	12.4	5.4
Two years	7.6	7.3
Three years	5.8	5.8
Four to five years	6.8	8.2
Six to seven years	4.0	2.8
Eight to ten years	3.1	1.9
Eleven to Twenty years	3.8	2.3
Twenty-one or more	1.1	1.0
Did not attend Day Classes	--	57.2

Courses Registered For and Completed:

Extension Classes students register for degree credit, certificate credit, entrance or preparatory and no credit courses. Degree credit courses are drawn from the Day School curriculum and certificate credit courses are developed for the Extension Classes certificate program. Preparatory courses in English and Mathematics are also repetitions of those offered in Day programs. No credit courses include language courses for graduate student language proficiency requirements as well as those developed for Extension Classes students in response to perceived interest and special requests. With the exception of short course registrations, registrations in any possible status are recorded on historical transcripts. As a result, any descriptions of number of courses and credit registrations based on complete University records on Day and Extension transcripts would include all University registrations in Extension and Day Classes recorded to that date. These details are shown in Table V for degree credit and certificate credit course registrations for a sample of Extension students and in Table VI for credit registrations.

The number of Extension courses registered for and completed are shown in Table V. Approximately one-third of the students registered for only one degree credit course. In their total Extension Classes experience, 57 percent of the students have registered for three or fewer courses -- less than the equivalent of a full quarter's work. A number of students registered in audit status and some combined audit with credit registrations. On the basis of limited course registrations coupled with the short span of attendance, the majority of Extension Classes students are part-time and transient.

Some of the 7 percent of the students shown in Table V as not registered for degree credit are registered for certificate credit or for entrance courses or some combination of these.

Not shown in tabular form but important as a program source are the no credit entrance or preparatory courses. About 8 percent of the students register in these courses only or in some combination of preparatory and degree credit courses. Not all course registrations are completed. Reading the detail under the column headed "Proportion Completing" in Table V, it can be noted that 15 percent of Extension Classes students did not complete their course registrations.

TABLE V

NUMBER OF DEGREE AND CERTIFICATE COURSES REGISTERED FOR AND COMPLETED IN EXTENSION CLASSES

Number of Courses	Degree Credit		Certificate Credit	
	Proportion Registering	Proportion Completing	Proportion Registering	Proportion Completing
One	33.4	28.4	8.6	8.6
Two	14.3	12.6	2.7	2.9
Three	9.0	8.8	0.9	0.9
Four to six	15.9	12.3	0.3	0.3
Six to nine	6.3	4.5	0.1	--
Ten to twelve	3.9	3.3	--	--
Thirteen to twenty	4.3	3.1	--	--
Twenty-one to thirty	1.4	1.1	--	--
Thirty-one to forty	0.4	0.3	--	--
Forty-one or more	0.1	0.1	--	--
Audit	1.7	1.7	--	--
Combination of audit and credit	1.7	1.2	--	--
Did not register	7.4	7.4	87.4	87.4
Did not complete	--	15.0	--	--

The number of degree and certificate credits completed parallels the number of course registrations described in the previous section. Inspection of

Table VI reveals that only 5 percent of Extension Classes students have completed forty or more degree credits, the equivalent of an average full year's registration. Among the students completing certificate credits, 8.6 percent have completed one to five credits and 2.8 percent six to nine.

TABLE VI

NUMBER OF DEGREE AND CERTIFICATE CREDITS COMPLETED IN EXTENSION CLASSES

Number of Credits	Proportion of Extension Classes Students	
	Degree Credit	Certificate Credit
One to five	29.8	8.6
Six to nine	17.5	2.8
Ten to nineteen	14.5	0.9
Twenty to twenty-nine	4.8	0.3
Thirty to thirty-nine	3.6	--
Forty to forty-nine	1.8	--
Fifty or more	3.1	--
Audits	1.3	--
No credits completed	23.6	87.4

Approximately 43 percent of Extension Classes students had records of registrations in University of Minnesota Day Classes prior to or concurrent with the Extension Classes registration, and the number of degree credits completed by proportion of Extension Classes students in the respective colleges of registration is shown in Table VII.

The difference between 100 percent and the proportions shown as Did not register under each college category is that proportion of students registered in the respective units. For example, under the College of Liberal Arts column, the proportion registered in that college is 17.1 percent (the difference between 82.9 and 100). This is the college in which the largest proportion of Extension Classes students have records of Day Classes registrations. Reading across the table under the respective college headings, 5.9 percent had General College background; 4.7 percent Institute of Technology; 5.1 percent Graduate School; 4.8 percent College of Education; 4.7 percent in Other University of Minnesota Colleges; 4.6 percent Duluth Campus; and 20.2 percent Summer Session Day Classes (in the respective colleges).

In Table VII the degree credits completed in Summer Session Day Classes are separated from the Day Colleges of registration because a number of Extension Classes students register in Summer Session Day Classes rather than in academic year Day Classes. Separate studies were in progress for the Summer Session Day Classes, and detailed comparisons across studies as well as programs were possible. Many of Extension Classes students who are part time students and full time workers find Summer Session scheduling more convenient than academic year day schedules.

Records for credits earned in institutions other than the University are not complete unless the student has officially transferred such credits into the University. Information about other colleges attended shown in Table IX and X is based on questionnaire responses from Extension Classes students.

See Table VII on next page

TABLE VII

NUMBER OF DEGREE CREDITS COMPLETED IN DAY SCHOOL REGISTRATION BY COLLEGE OF REGISTRATION BY PROPORTION OF EXTENSION CLASSES STUDENTS

Number of Credits	College of Liberal Arts	General College	Institute of Technology	Graduate School	College of Education	All Other U of M Colleges	Duluth Campus	Summer Session Day
Up to 17	1.9	0.7	0.4	1.7	0.6	0.8	0.7	3.4
18--35	2.5	1.0	0.5	0.8	0.6	0.6	0.4	5.8
36--50	2.8	0.8	0.5	1.1	0.5	0.7	0.8	5.9
51--70	2.3	1.0	0.8	0.8	0.7	0.5	0.3	2.4
71--90	2.8	1.2	0.3	0.4	1.1	0.6	0.6	1.3
91--135	2.9	1.2	0.8	0.2	0.9	0.6	0.7	0.7
136--180	1.3	0.0	0.5	--	0.2	0.4	0.6	0.5
181--or more	0.5	--	0.9	--	0.2	0.6	0.5	0.2
Did not register	82.9	94.1	95.3	94.9	95.2	95.3	95.4	79.8

Educational Background:

Characteristically, the educational background of Extension Classes students resembles that of advanced standing or graduate students, rather than that of entering freshmen. Information about educational background of a sample of Extension Classes students is shown in Table VIII at two time periods: at the time of first Extension Classes registration and at the time of the survey. It should be noted that the time span of the first Extension registration to the time of the survey varied among the sample of students from less than one year to more than 21 years.

Two generalizations follow from the detail shown in Table VIII: Extension Classes students have a relatively high educational background compared with traditional entering college students and particularly when compared with the population as a whole; and for those Extension students motivated by degree goals, the Extension registration is related to successful goal attainment as measured by degrees earned.

On first registration in Extension Classes 73 percent of the students had some college background; at the time of the survey this had increased to 81.6 percent. Shifts in increased educational achievement by the time of the survey are revealed in the 40.7 percent who held degrees and 40.9 percent who had some college work. The degree holders included 16.9 percent with the bachelor's; 15.9 percent the bachelor's plus some graduate work; 3.0 percent with the master's; 4.1 percent master's plus some additionalwork; and 0.8 percent Ph.D. or professional degree. Inspection of Table VIII reveals the increase in number of students with work beyond the bachelor's degree including graduate and professional degree holders, from 17.9 percent at time of first Extension Classes registration to 23.8 percent at the time of the survey.

Note should be taken, in reading Table VIII, that for some students the time lapse between the first Extension Classes registration and time of the survey was more than twenty-one years. During this period, a variety of educational experiences were acquired by many of the students in other than Extension Classes registrations.

TABLE VIII

EDUCATION LEVEL AND DEGREES COMPLETED BY EXTENSION CLASSES STUDENTS

Education Level	Proportion of Extension Classes Students	
	At First Extension Registration	At Time of Survey
Less than high school	2.2	1.4
High school diploma	20.8	15.6
College level		
One year	14.4	13.8
Two years	13.7	14.5
Three years	9.6	12.6
Bachelor's degree	17.6	16.9
Beyond bachelor's but less than master's	11.0	15.9
Master's degree	2.7	3.0
Beyond master's degree	3.4	4.1
Ph.D. and/or Professional degree	0.8	0.8
No answer	3.9	1.4

The importance of Extension Classes as the open door to the University is particularly illustrated by the substantial proportion of Extension Classes students with background in colleges other than the University of Minnesota. Approximately 59 percent of Extension Classes students have some educational experience in

colleges other than the University of Minnesota and can have their first University contact through Extension Classes by open registration. The varied patterns of other colleges attended by a sample of Extension Classes students are shown in Table IX.

TABLE IX

OTHER COLLEGES ATTENDED BY EXTENSION CLASSES STUDENTS

Other Colleges and Universities	Proportions of Students
Minnesota State Universities (formerly State Colleges)	7.3
Minnesota Private Colleges	11.9
Minnesota State Junior Colleges	2.9
Combination of Minnesota Colleges	4.4
Out-of-State Colleges and Universities	25.1
Combinations of Minnesota and out-of-State colleges	7.1
None	22.9
No answer	18.3

Although records for the dates when degrees were earned were incomplete, particularly for degrees earned from other colleges, on the basis of information available it is clear that a larger proportion of the Extension Classes students who hold degrees have earned these degrees from colleges other than the University. Fifteen and one-half percent of the students hold degrees from University of Minnesota; 19 percent from other institutions. The years when the degree were

earned, either from the University of Minnesota or from other colleges, are shown in Table X. More than 10 percent of Extension Classes students earned their Minnesota degrees before the year in which the sample was drawn; 3.2 percent during the sample year; and 1.0 percent after the sample year. From other studies, it can be predicted that within a five-year projection from the study year an additional 5 percent of Extension Classes students would earn degrees at the University of Minnesota. The span of time over which degrees were earned covered 25 years, from 1944 for some to after 1969-70 for others.

TABLE X

DATE OF HIGHEST DEGREE EARNED
BY EXTENSION CLASSES STUDENTS

Year	Proportion of Students From University of Minnesota	Proportion of Students From other Colleges
Before 1944	0.5	0.4
1944-54	1.1	0.9
1954-64	2.7	4.1
1964-66	1.6	1.8
1966-68	2.9	2.6
1968-69	1.8	0.8
1969-70	3.2	1.7
After Spring 1970	1.0	0.2
Date unknown	0.7	6.5
No degree	84.5	81.0

Extension Classes students were asked about continuing education experiences in addition to University Extension and the responses are shown in Table XI. The detail shows collegiate and noncollegiate participation in a variety of combinations for 87.5 percent of the students in the sample. Clearly, these Extension students are persistent consumers of education.

TABLE XI

ADDITIONAL EDUCATIONAL EXPERIENCE OF EXTENSION CLASSES STUDENTS

Categories of Experience	Proportion of Students
Entered or returned to University of Minnesota Day Classes	17.2
Entered or returned to other Day Classes	27.5
Trade school	4.0
Nursing or Medical Assisting Training	0.9
On-the-job training	3.6
Public school programs	1.5
Church educational programs	0.3
Other non-collegiate	0.6
Combination of collegiate and non-collegiate	13.8
Combination of University of Minnesota and other collegiate programs	15.4
Combination of non-collegiate programs	2.5
Independent Study	0.1
Does not apply	8.5
No answer	4.0

Motivation for Extension Classes Registration:

The variety of motivations among the many thousands of Extension Classes students can be most fully appreciated in the context of the other descriptive details in this paper. These include the high level of educational background attained before the Extension Classes registration; the full employment status of 70 percent of the students; the part-time and transient status in Extension Classes as well as the educational mobility in a variety of educational programs and institutions of the majority of the students.

Another important consideration is the potential of Extension Classes to satisfy the various motivations of their participants. The University grants residential status to work completed in Extension Classes, a practice relatively unique among institutions. Although Continuing Education and Extension is not a degree-awarding college, courses and credits earned in Extension Classes are creditable towards all relevant undergraduate degree requirements and may account for up to 12 degree credits in many graduate degree programs. The Twin Cities Extension programs are widely varied and provide total curriculum requirements for a number of undergraduate degrees.

In addition to offering curricula in traditional degree programs, Continuing Education and Extension offers programs for 37 different certificates. Course work for these can be completed entirely through Extension Classes or through Extension Classes supplemented by credit earned in other University units or in other colleges.

Approximately 47 percent of Extension Classes students indicate goals of undergraduate or graduate degrees or certificates as reasons for Extension Classes

registration. Approximately 6.5 percent (or 2,500 students) have currently declared their degree candidacy through the Counseling Department of Continuing Education and Extension. The details about degree or certificate goals are shown in Table XII.

TABLE XII

DEGREE AND/OR CERTIFICATE GOALS OF EXTENSION CLASSES STUDENTS

Degree and Certificate Goals	Proportion of Students
Bachelor's degree in Liberal Arts	14.7
Bachelor's degree in Business	7.5
Associate degree in Liberal Arts	2.2
Graduate degrees	7.8
Certificates	15.1
Does not apply	52.7

Students not motivated by degree or certificate goals give a variety of other reasons for Extension Classes registration as shown in Table XIII. Job-connected reasons, listed alone or in combination with other reasons, are the most frequently listed, being indicated by 29 percent of the respondents. Interest in subject is

expressed by 16 percent, and stimulation from instructor combined with the pleasure of being with others with similar interest are reasons given by 12 percent.

TABLE XIII

REASONS OTHER THAN DEGREE OR CERTIFICATE GOALS FOR EXTENSION CLASSES REGISTRATION

Other Reasons for Registration	Proportion of Students
Interest in subject	15.9
In connection with job	15.9
In connection with job; with other reasons	12.8
Intellectual stimulation from instructor	1.0
Intellectual stimulation from other students	0.1
Enjoyment of being with other Extension students	0.4
Combination of intellectual stimulation from instructors/ students; enjoyment of being with other students	11.9
Does not apply	31.1
No answer	10.7

For many University Day School students, the Extension Classes provide a supplementary and facilitating means of satisfying degree requirements. Acceleration towards degree goals by resolving scheduling difficulties or compensating for deficiencies are listed as motivations related to the attainment

of Day School degree goals. The completion of prerequisites was listed by 11.4 percent and compensating for conflict with work hours by 11.3 percent. The details about reasons for Extension registrations are shown in Table XIV.

TABLE XIV

REASONS FOR EXTENSION CLASSES REGISTRATION
RELATED TO DAY SCHOOL STATUS OF EXTENSION CLASSES STUDENTS

Reasons Related to Day School Status	Proportion of Students
Take courses not offered in Day School	2.1
Scheduling difficulities	5.9
Complete prerequisites	11.4
Graduate on schedule	2.9
Combination of four preceding reasons	4.5
Graduate ahead of schedule	1.1
Repeat course	0.4
Raise grade point average for readmission	4.9
Compensation for deficiencies	1.7
Graduate language proficiency	0.4
Improve professional competency	1.9
Avoid conflict of Day Classes with working hours	11.3
Does not apply	46.3
No answer	5.1

Reasons for nonregistration status in Extension Classes at the time of survey confirm the heterogeneity of the respondents' motivations. The completion of Extension Classes goals was given by 15 percent and financial reasons by 7 percent, the two reasons affecting the largest proportion of respondents. Approximately 5 percent of the students found desired courses available in other colleges. A relatively small proportion, one percent, complained about unavailability of desired courses, and 5.5 percent found class experience disappointing. See Table XV for details.

TABLE XV

REASONS FOR CURRENT NONREGISTRATION IN EXTENSION CLASSES OF EXTENSION CLASSES STUDENTS

Reasons for Nonregistration	Proportion of Students
Completed Extension Classes goals	15.1
Courses available from other colleges	4.9
Combination of above	0.3
Lost subsidy from employer	0.8
Financial reasons	7.3
Course work too difficult	0.6
Previous Extension course disappointing	5.5
Moved out of state or travel	1.3
Desired courses not available	1.2
Time not available	1.6
Returned to Day School	0.5
Does not apply	52.1
No answer	8.9

Sociological Characteristics of Extension Classes Students:

Although Extension Classes students range in age from under 18 to over 70, most characteristically students are young adults, with more than 60 percent being 30 years or younger. The range of ages is shown in Table XVI. Detailed analysis by program groups would show that there is a special relationship between program type and age of participants.

TABLE XVI

AGE DISTRIBUTION OF EXTENSION CLASSES STUDENTS

Age Category	Proportion of Students
Under 21	12.0
21 to 23	16.8
24 to 25	14.3
26 to 30	19.9
31 to 35	11.2
36 to 40	7.3
41 to 50	12.4
51 or over	4.6
Not known	1.4

Consistent with other studies, the majority of Extension Classes students, 57.1 percent, are male, and 42.4 percent are female. One-half percent are unaccounted for, being unidentifiable on the basis of records available.

Approximately two-thirds of Extension Classes students are married; approximately 30 percent are single. The remainder are widowed or divorced.

Most characteristically, Extension Classes students (69.3 percent) are employed full time; some (12.8 percent) are part time employees; and a few are retired. Among the unemployed are students and homemakers, therefore, generally voluntarily unemployed. The detail is shown in Table XVII.

TABLE XVII

EMPLOYMENT STATUS OF EXTENSION CLASSES STUDENTS

Employment Status	Proportion of Students
Not working or looking for work	12.7
Full time	69.3
Part time	12.8
Retired	0.6
No answer	4.6

Information about primary occupation was obtained by questionnaire response from students, and some qualification may be needed in reading Table XVIII. One-third of Extension Classes students classified themselves in professional occupations; however, this might be a higher figure than an objective classification would show. Nevertheless, this is not inconsistent with the high level of educational attainment of Extension Classes students.

Respondents were asked to identify their occupational status both at the time of their Extension Classes registration and at the time of the survey. There was a shift toward increased proportions in the professional and managerial categories between the first registration and the time of the survey. The details are shown in Table XVIII.

TABLE XVIII

OCCUPATIONAL CATEGORY OF EXTENSION CLASSES STUDENTS BY PROPORTION OF STUDENTS

Category of Occupation	First Extension Class Registration	Time of Survey
Managerial	7.7	10.8
Office/clerical	16.2	14.2
Military	0.8	1.3
Skilled Technician	10.3	9.1
Student	10.6	11.2
Sales	2.6	2.6
Professional	31.7	34.1
Homemaker	7.1	7.9
Unskilled	3.2	2.5
No answer	9.8	6.3

Evaluation and Preferences:

In a response to a series of evaluation and preference questions, students gave a variety of opinions about Extension Classes in general.

Approximately 38 percent of the students found Extension Classes just what they had expected and 25 percent better than expected. For 9.8 percent the experience was different from expectations. Specific criticisms noted that goal attainment was not fast enough and that not enough degree requirements could be fulfilled through Extension Classes. The details about student expectations are shown in Table XIX.

TABLE XIX

FULFILLMENT OF EXPECTATIONS OF EXTENSION CLASSES STUDENTS

Evaluation Statements	Proportion of Students
Just what I expected	37.9
Not what I expected	9.8
Better than I expected	24.6
Too difficult	1.5
Too simple	1.2
Did not lead to a goal fast enough	5.7
Too limited in choice to fulfill degree requirements	7.4
Too limited in choice with other comments	4.3
No answer	7.5

Approximately 70 percent of the students rated extension instructors excellent, interested, or excellent and interested. Comments on instructors' lack of

interest in students were noted by 12 percent and 5 percent suggested that instructors should know more about teaching adults. Evaluation of instructors is shown in Table XX.

TABLE XX

STUDENTS EVALUATION OF EXTENSION CLASSES INSTRUCTORS

Evaluation	Proportion of Students
Instructors are excellent	24.6
Instructors are interested in Extension Classes students	26.2
Instructors are excellent and interested in Extension Classes students	18.2
Instructors should know more about teaching adults	5.0
Instructors should be more interested in Extension Classes students	12.0
Instructors are excellent but should know more about teaching adults	0.9
No answer	12.9

The request for program preferences literally asked for more of everything already provided by Extension Classes as shown in Table XXI. More of every course level -- noncredit, introductory, advanced and recreational was requested. Since this survey was completed, program offerings have increased by one-third.

TABLE XXI

STUDENT REQUEST FOR ADDITIONAL PROGRAMS

Program Preferences	Proportion of Students
More noncredit short courses	6.3
More introductory credit courses	12.4
More advanced credit courses	21.4
More graduate credit courses	18.6
More recreational courses	7.1
More advanced and graduate courses	8.1
More noncredit and introductory courses	3.8
More introductory and advanced courses	2.7
No answer	19.6

The response to a question about registration preferences also yielded requests for more of what already existed in morning, afternoon and Saturday on campus and off-campus class offerings, and for more quarter or semester based courses. Very little interest was expressed in opportunities to register by mail, although this procedure has been instituted since the date of the survey. See Table XXII for detail.

TABLE XXII

STUDENT SCHEDULING AND LOCATION PREFERENCES OF EXTENSION CLASSES STUDENTS

Registration Preferences	Proportion of Students
Courses in Off-Campus locations	23.4
Morning Off-Campus Classes	0.9
Afternoon Off-Campus Classes	2.5
Saturday Classes	5.2
Saturday courses in Off-Campus locations	21.2
Saturday, afternoon and Off-Campus	2.7
Quarter-based Classes	18.7
Semester-based Classes	8.6
Mail registration	0.1
No answer	16.7

In response to specific requests for more bulletin mailings, more program announcements and more readily available counseling, a number of measures have been taken. Bulletins are routinely mailed to all who have registered in the

two preceding years. A tabloid type newspaper used for program and service announcements is mailed to all registrants periodically, special brochures are circulated to wide audiences, and public media of all kinds are used for announcements of new and reminders of established programs. Additional counseling personnel and increased evening counseling hours have been made available.

SUMMARY

Many thousands of individuals with varied motivations, educational backgrounds and sociological characteristics find the Extension Classes of the University of Minnesota the program for their participation. The more than 2,000 courses offered in single or multiple sections throughout the year simultaneously serve the multi-faceted goals of the students. There is no composite profile which adequately portrays the many and varied types of students, and this would seem to be the implication from the findings reported in these pages.

Observation of first and subsequent registration in the several units of the University reveals the "open door" facility of Extension Classes. The majority of Extension Classes students, approximately 60 percent, have their first University registration in Extension Classes. Within a representative year, 53 percent do not register in any other unit. These proportions represent large numbers of individuals; for example, those entering the University with Extension Classes their first unit of registration in 1974-75 would number approximately 23,000.

Among these many thousands the span of registration time is short and therefore these students are most characteristically transient. Approximately two-thirds register in one or more than one registration term but only within a single registration year. Among the one-third who are persistent registrants, the registration time periods range from two years to more than twenty-one years.

The number of courses and credits registered for and completed are few, and this is consistent with the part-time and short time span of Extension Classes registrations. Approximately one-third registered for one course only. More than half (56 percent) registered for no more than three courses. Ten percent registered for more than twelve courses throughout their history of Extension Classes registration. (The full year equivalent registration in Day Classes is 45 credits or at least 12 courses.)

The colleges in which Extension Classes students had Day School records before the Extension registration represented a cross-section of all University colleges. The largest group, 17 percent, had College of Liberal Arts background. Approximately 8 percent of the students had Day School records in more than one college of the University.

Extension Classes students are most characteristically educationally advanced students, that is, they have completed college level work including degrees at the University or at other colleges before their first Extension Classes registration. Approximately 73 percent had some college work at time of first registration. About 82 percent had college background at time of the survey. More than 40 percent held degrees including 17 percent with the bachelor's; 15.9 percent with some graduate work completed beyond the bachelor's degree; 3.0 percent with the master's degree; 4.1 percent with the master's and some work completed beyond the master's; and 0.8 percent with a Ph. D. and/or professional degree.

Approximately 59 percent of the students had college attendance background at other than University of Minnesota colleges.

Students gave a variety of motivations for Extension Classes registrations. In addition to the traditional academic motivations of degree goals through

work completed in this program, the registrants also listed goals of compensation or acceleration toward degree goals in other University units or other colleges. Degree or certificate goals are listed by 47 percent of the students.

Job-connected motivations are most important to 29 percent of the respondents. Personal motivations like interest in subject or in being with other similar students are also motives for Extension registration.

One major explanation for the transient registration patterns of the students is revealed in the reasons given for nonregistrant status at the time of the survey. Fifteen percent said their goals had been attained. An additional 7 percent listed financial difficulties. Additional reasons given were courses available in other colleges; previous course registration disappointing; and a variety of personal reasons not related to the program were listed.

Although approximately 74 percent of the students surveyed were between 18 and 35 years old, students aged 21-25 accounted for 31 percent of Extension enrollments, making this age category the most common among Extension Classes registrants.

Fifty-seven percent of the students surveyed were male; 42 percent were female and the sex of the remainder could not be determined from file data.

About seventy percent of the sample group were working full time, and 13 percent held part-time jobs. Many of the part-time employees are primarily students and not members of the work force. Only 0.6 percent of the 1969-70 sample were retired people.

Thirty-one percent of the students sampled classified themselves in professional occupations when they first enrolled in Continuing Education and Extension.

Sixteen percent listed office/clerical occupations and 10 percent classified themselves as skilled technicians. Another 10 percent listed their occupation as "student". The study showed that from the time of the first registration to the time of the survey, respondents' occupations shifted toward managerial or professional positions.

Evaluation of students' fulfillment of expectations reflected general satisfaction. Approximately 25 percent rated their fulfillment of expectations better than they expected; 38 percent just what they expected; and 10 percent not what they expected. Approximately 10 percent indicated that goal attainment was too slow or program choice too limited. Approximately equally distributed were three percent who rated the courses either too simple or too difficult.

The students' evaluation of the Extension instructors were most generally favorable. Approximately 70 percent of the students rated instructors excellent, interested, or excellent and interested. Negative rating of instructors because of lack of interest in students was voiced by 12 percent and 5 percent suggested that instructors should know more about teaching adults.

The requests for additional programing at all levels, additional scheduling in all possible terms and at all locations reaffirmed that among thousands of individuals a wide variety of program and scheduling choices will be indicated.

Since the number of Extension Classes has been substantially increased in the last five years, response to the suggestions has been made. Similarly, substantial increases in announcement of programs, circulation of bulletins and general student services have been made.